

Killeen Independent School District

Harker Heights Elementary School

2019-2020 Improvement Plan

Accountability Rating: Not Rated

Mission Statement

Harker Heights Elementary School is an outstanding school where all members of the community realize that academics, character and relationships are equally important for overall student success.

Vision

"Reach for the Stars!" is the common vision for the entire campus at Harker Heights Elementary. This vision statement builds upon three components. The components are relationships, character and academics. By keeping our vision to the ideals of academics, character and relationships; we hope to prepare the path for solid lifelong learners who are well rounded contributors to society. This vision is the foundation for each and every decision. With a common vision, the faculty is able to work toward campus success for all students. We reach for the stars; while building upon a solid launch pad of values in relationships, character and academics.

Values

The values of Harker Heights Elementary are aligned with the district values, which are

- - Teamwork**
 - Achievement**
 - Quality**
 - Responsiveness**
 - Integrity**
 - Classroom Support**
 - Caring Attitude**
 - Leadership Development**
 - Maximum Effort**
 - Financial Accountability**
 - Innovation**

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Comprehensive Needs Assessment

Revised/Approved: June 18, 2019

Demographics

Demographics Summary

Demographics Strengths

The diversity of the campus is a strength. There is respect and support for all students. Our data reflects strengths and weaknesses; but the majority of the sub-groups are equal.

Parent involvement is a strength. We increased from 300 average in attendance to 368 in attendance at Family activities during the 2018-19 school year. During our Family Night Activities, we begin with a 30 minute parenting meeting. This parenting meeting is well received. We continue Family Night with 60 minutes of teacher, student and parent activities focusing on academics that can be replicated in the home. These include Science Night, Living History Night, Board Games which emphasize Math and Reading, and Reading Night. The culmination is Family Picnic where staff, students, community and parents interact with old fashioned games like hopscotch, jump rope, 4-square and jacks. It also includes community musicians and service projects. Inside at the annual family picnic we had hot dogs, chips and lemonade. We also have board games like Chutes and Ladders.

Extra-curricular activities and programs throughout the year deepen the partnership between school, home and community which also empowers the parents with information on how to help their child at home. Our students brought in 6,000 cans of food for the annual food drive and over \$2,000 for United Way. We support Indian Oaks Nursing Home, HH Animal Shelter and local community service projects.

The partnership from the community is extremely strong. School supplies and student physical needs are met by the entire community.

PK Literacy Programs was well received in 2018-19.

If we soar in an area; we soar with each sub-group. If we struggle in an area, we struggle with each sub-group. Language learners struggle a little more than non-language learners. Special education students are struggling significantly.

Professionally, Harker Heights is strong and growing. Teachers are working on advanced degrees. Teachers are viewed as instructional leaders at the district level. They are also excited about grants promoting professional learning. Auxiliary Personnel are working on college degrees. Many of our staff members

were students or parents at Harker Heights Elementary prior to being hired.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The students lack educational opportunities and real-world experiences. **Root Cause:** Harker Heights has an 86% Economically Disadvantaged population. Harker Heights has 52% Language Learners population. Harker Heights has 12% Special Education population. Opportunities for methods and techniques in sheltered instruction are not consistently taken advantage of across all grade levels and programs.

Problem Statement 2: In 18-19, the attendance rate was 95% with 10% daily tardy rate **Root Cause:** There was no consistency with implementing the incentives for attendance especially in the lower grades.

Problem Statement 3: More than half of our students do not have the needed supplies and come to school unprepared. **Root Cause:** Harker Heights has an 86% Economically Disadvantaged population. Harker Heights has 52% Language Learners population. District and community resources designed to provide needed support to students could be utilized more effectively.

Student Academic Achievement

Student Academic Achievement Summary

Harker Heights Elementary continues to build children where that success is dependent upon long term academic growth. We continue to build from PK to fifth grade. Comparing HHES to the district performance standards, we are at or above the district average overall in 3rd, 4th and 5th Reading, 4th and 5th Math, 4th Writing and 5th Science. We are below the district average in 3rd Math. Each grade level showed growth from 2017-2018 to 2018-19 except for 5th Math and Reading. However, 5th Math and Reading were above 90% both years. Harker Heights Elementary maintained 90% success in Reading and 92% success in Math.

We will continue to improve student achievement by ensuring that academics, character and relationships are equally important. We will teach the whole child. We will monitor growth using our data wall. Where does the child begin? Is he improving? What intervention strategies do we need to implement? Is this strategy working?

Language Arts consisting of balanced literacy focusing on meaning and print, Writing and Discourse are critical components for building the child's success towards autonomous readers. Independence and confidence in reading leads to overall student success; in overall academics and long term student leadership and success. Language Arts not only lays the foundation for academic understanding; it allows for student pride. It gives a child a voice. They have deeper understanding and can project this understanding in all areas. If a child has a solid foundation in reading combining phonemic awareness and comprehension (print and meaning). This foundation creates future-ready readers. This success in reading shows in their composition writings. Does the child apply their knowledge of content vocabulary and meaning in their compositions? Does the child use this vocabulary and meaning in their speaking and questioning? Does the child have hands on experiences to become the future-ready readers and writers? Can this child explain his thinking and understanding? Can this child edit his writing to show the strength of his understanding? By building their language arts components of reading and writing through vocabulary and meaning; we will build their understanding and self-pride. By building their understanding of science, math and social studies concepts with print and meaning; we will grow the total child.

Tools of CFA 2.0, Balanced Literacy and Differentiation in Instruction will strengthen the teacher's effectiveness. Gradual Release will also build the student success. These tools will be paramount in August professional learning but also throughout the year. Teachers will continue to plan together and learn throughout the year. A full day each quarter will be provided for data analysis and targeted planning to meet student academic need.

Students need hands-on experiences for science. These hands-on experiences need to be aligned to the curriculum. Students will build upon these experiences to strengthen their science skills, but also their writing, reading and math. There needs to be a balance of fiction and non-fiction reading material that build upon their science, math and social studies skills.

Interventions, differentiated instruction and RtI are critical for student success. Timely assistance within the classroom and within student special programs is needed. The special education students score significantly lower than the regular education students in reading and in 3rd and 4th grade. Greater emphasis will be given on intervention for special needs students and more timely assistance in the referral process. The special programs students are making progress as noted in MAPS, but not enough to approach standard on STAAR.

	Projected Grade	Harker Heights Elementary Score
Index 1: Student Achievement	76	C
Index 2: Student Progress	89	B
Index 3: Closing Performance Gaps	80	B
Overall	86	B

2019 STAAR	All	Hispanic	African American	White	Two or More Races	Eco. Dis.	LEP	Bilingual	SPED
All Subjects	80%	79%	73%	83%	90%	77%	82%	82%	52%
Reading	82%	79%	81%	84%	100%	81%	79%	79%	49%
Math	82%	83%	73%	83%	89%	79%	85%	84%	62%
Writing	71%	75%	62%	74%	57%	67%	82%	88%	44%
Science	76%	68%	57%	89%	100%	72%	78%	78%	42%

An analysis of the 18-19 data shows the following:

STAAR Content	Campus	District
3rd Grade Reading	84%	74%
3rd Grade Math	71%	80%
4th Grade Reading	74%	72%
4th Grade Math	81%	81%
4th Grade Writing	72%	59%
5th Grade Reading	92%	85%
5th Grade Math	93%	89%
5th Grade Science	73%	65%

3rd Grade									
Reading	All	Hispanic	African American	White	Two or More Races	Eco. Dis.	LEP	Bilingual	SPED
	84%	76%	88%	86%	100%	83%	74%	71%	56%
Math	All	Hispanic	African American	White	Two or More Races	Eco. Dis.	LEP	Bilingual	SPED
	71%	73%	69%	64%	86%	67%	68%	76%	22%
4th Grade									
Reading	All	Hispanic	African American	White	Two or More Races	Eco. Dis.	LEP	Bilingual	SPED
	74%	75%	63%	80%	100%	71%	71%	71%	44
Math	All	Hispanic	African American	White	Two or More Races	Eco.Dis.	LEP	Bilingual	SPED
	81%	85%	71%	81%	86%	79%	92%	100%	69%
Writing	All	Hispanic	African American	White	Two or More Races	Eco. Dis.	LEP	Bilingual	SPED
	72%	77%	63%	76%	57%	69%	83%	88%	44%
5th Grade									

Reading	All	Hispanic	African American	White	Two or More Races	Eco. Dis.	LEP	Bilingual	SPED
	90%	87%	89%	90%	100%	88%	91%	89%	46%
Math	All	Hispanic	African American	White	Two or More Races	Eco. Dis.	LEP	Bilingual	SPED
	92%	87%	89%	100%	100%	91%	91%	89%	85%
Science									
	All	Hispanic	African American	White	Two or More Races	Eco. Dis.	LEP	Bilingual	SPED
	73%	66%	50%	85%	100%	67%	77%	78%	38%

MAPS Data:

Kinder	Reading	Math
Campus RIT Mean:	142.9	137.4
District RIT Mean:	142.6	139.2
1 st	Reading	Math
Campus RIT Mean:	161.9	165.5
District RIT Mean:	160.3	160.9
2 nd	Reading	Math
Campus RIT Mean:	172.8	175.4
District RIT Mean:	172.9	175.2
3 rd	Reading	Math
Campus RIT Mean:	187.3	190.5
District RIT Mean:	186.9	189.3
4 th	Reading	Math
Campus RIT Mean:	212.9	201.1
District RIT Mean:	214.6	205.1
5 th	Reading	Math
Campus RIT Mean:	202.5	212.4
District RIT Mean:	204.8	212.8

CIRCLE Data

% On Track Rapid Letter Naming Rapid Letter Naming Growth Rapid Vocabulary Rapid Vocabulary Growth Phonological Awareness Phonological Awareness Growth

BOY EOY BOY EOY BOY EOY

Harker Hts 30% 91% 61% 49% 81% 32% 86% 97% 11%

District 42% 82% 40% 59% 78% 19% 76% 82% 6%

HH Bil. 18% 100% 82% 41% 100% 59% 50% 100% 50%

District 16% 86% 70% 39% 63% 23% 68% 71% 3%

Circle Data									
% on Track	Rapid Letter Naming BOY	RLN EOY	RLN Growth	Rapid Vocabulary BOY	RV EOY	RV Growth	Phonological Awareness BOY	PA EOY	PA Growth
HHES	30%	91%	61%	49%	81%	32%	86%	97%	11%
District	42%	82%	40%	59%	78%	19%	76%	82%	6%

The Texas Education Agency (TEA) works to improve outcomes for all public school students in the state by providing leadership, guidance, and support to school systems, working towards the vision that every child in Texas is an independent thinker who graduates as an engaged, productive citizen prepared for success in college, a career, or the military. The Effective Schools Framework (ESF) is a tool created by the TEA to assist campuses not meeting the state accountability standard in one or more Domain. The ESF Targeted Improvement Plan process assists campus leadership by providing a clear vision for what schools across the state do to ensure an excellent education for all Texas students. The ESF provides the basis for school diagnostics and for aligning resources and support to the needs of each school (see addendum).

Student Academic Achievement Strengths

A student achievement strength at Harker Heights Elementary is the belief system that educators and education can maximize the potential for each and every child. Our teachers and staff are willing to do whatever it takes to help a student learn at higher levels.

Additional strengths are listed below:

STAAR scores show:

- 5th grade is above the district average in Reading, Math and Science.
- 4th grade is at or above the district average in Reading, Writing and Math.
- 3rd grade is above the district average in Reading.
- Students begin weak at Harker Heights Elementary and grow to show success by 5th grade, based on STAAR results. This growth is indicative of a concerted effort to build a strong foundation of learning.
- Bilingual children are successful and are truly bilingual - equally strong in both languages!
- MAPS scores show:
 - Kinder Reading is above the district RIT Mean.
 - 1st grade Reading and Math are above the district RIT Mean.
 - 2nd grade Math is above the district RIT Mean.
 - 3rd grade Reading and Math are above the district RIT Mean.
 - Concerted effort is being made in kinder, 1st, 2nd and 3rd in Reading.
 - Concerted effort is being made in 1st-3rd in Math

CIRCLE data shows

* PK is showing growth and is above the district growth.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: In 18-19, the percentage of Harker Heights Elementary students who scored Approaching Grade Level on the STAAR reading test was 82%. The 5th grade average was 92%, the 4th grade average was 74% and the 3rd grade average was 84%. In 18-19 Special Education Reading scores were 49%. **Root Cause:** Balanced Literacy and Literacy Continuum have not been implemented with fidelity in grades K-5.

Problem Statement 2: In 18-19, the percentage of Harker Heights Elementary LEP and bilingual sub-groups who scored at the Approaches Grade Level standard on STAAR reading test was 79%. The overall average for students who scored at the Approaches Grade Level Standard on STAAR reading was 82%. 5th grade bilingual and ELL scored 89%. 4th grade bilingual and ELL scored 71%. 3rd grade bilingual and ELL scored 71%. **Root Cause:** Impact of implementation of Balanced Literacy, Literacy Continuum and mastery of biliterate instruction takes time for mastery

Problem Statement 3: In 18-19, the percentage of fourth grade students who scored Approaching Grade Level on the STAAR writing test was 72%. In 17-18, the percentage of fourth grade students who scored Approaching Grade Level on the STAAR writing test was 59%. African Americans scored 63%. Hispanics scored 77%, Whites scored 76%. Two or More Races scored 57%. Special Education scored 44%, Eco. Dis. scored 69%. **Root Cause:** Empowering Writers has not been implemented with fidelity resulting in no systematic approach to teaching composition, revising and editing in grades K-5.

Problem Statement 4: In 18-19, the percentage of fifth grade students who scored Approaching Grade Level on the STAAR science test was 73%. In

17-18, the percentage of fifth grade students who scored Approaching Grade Level on the STAAR science test was 64%. African Americans scored 55%. Hispanics scored 66%, Whites scored 85%. Two or More Races scored 100%. Special Education scored 38%, Eco. Dis. scored 67%. **Root Cause:** There is no systematic approach to teaching hands-on science and concept development across all grade levels.

Problem Statement 5: In 18-19, the percentage of Harker Heights Elementary students who scored Approaching Grade Level on the STAAR math test was 81%. The 5th grade average was 93%, the 4th grade average was 81% and the 3rd grade average was 71%. **Root Cause:** Core math instructional practices in grades PK-5 need to be more systemically aligned.

School Processes & Programs

School Processes & Programs Summary

School Organization:

"Reach for the Stars: Academics, Character and Relationships" is the common theme for the entire campus at Harker Heights Elementary. This vision where we focus on relationships, character and academics as the vision that leads us to the future. This criteria is the launching pad for our decision making and this criteria will not change. By using the launching pad of relationships, character and academics, we prepare the flight pattern for well-rounded contributors to society. This vision is the basis for each and every decision. With a common vision, we build toward ultimate academic success for all students. We will reach for the stars as we work hard to obtain our goals. By keeping our eyes on the future success, we maintain a solid course of action.

Harker Heights Elementary has PLC meetings each Wednesday with most grade levels and programs for 50 minutes. P.E., and PK meet each Thursday for 50 minutes. 100% of the professional staff including all programs and all administrators attend weekly PLC and staff development. Instructional aides have professional development at the beginning of the school year and once a month. The PLC meetings focus on planning with clarity and growing professionally for best practices in the classrooms. An agenda is created to ensure the meetings are driven by the needs of each grade level and program. The principal, assistant principals and CIS are present each week with leadership coordinated by the leadership team. All members of the professional staff are expected to attend the PLC meetings. The master schedule has specific time blocked for each of the core subjects. Special programs including intervention are aligned with the master schedule. The master schedule drives the time frames to maximize the instructional day. The master schedule also allows administration to coordinate more targeted short walks to ensure the fidelity and validity of the programs and instructional practices. Short walks provided by the principal and assistant principals focus on instructional strategies designated in PLC's. Data from short walks shows that 20% of the instructional staff struggle with implementation of these strategies. It may be in learning the new strategies and learning how to implement.

Grade levels and special programs share lesson plans, but struggle finding a common time for analyzing the the specificities of the TEKS Resource System. Teacher surveys, study of lesson plans and short-walks showed inconsistency in depth of understanding of the specificities of the TEKS Resource System. Student summative data in MAPS, STAARS and district unit assessments shows a need for greater depth of understanding of the specificities of curriculum vertical alignment. In 2019-2020 the year will be mapped out aligned to the district standards in August during professional development. This mapping will reflect changes in curriculum standards. Teachers will plan weekly during their conference time with the Curriculum Specialist in the curriculum specialist's office. This planning in the curriculum specialists office will allow for viable implementation of planning. A full day will be set aside at the beginning of each quarter to develop a overall plan for curriculum implementation and analysis.

The targeted skills addressed during intervention are based on data analysis from MAPS, common formal summative assessments and informal formative assessments. This intervention block will be scheduled where conformity of implementation is more successful. Our instructional aides are scheduled to work with small group instruction. Instructional Aides will receive monthly professional development meetings to learn best instructional practices.

The Site Based Decision Making Committee meets monthly to discuss and review the expenditure of supplemental funds, instructional practices, parental

involvement, campus culture and schedules. Campus committees include Campus Conduct, Technology, Hospitality, Wellness, and Bilingual. These committees meet monthly with minutes shared with the campus. The Leadership Team meets weekly to discuss key aspects of our campus. All meetings are collaborative and serve as the driving force of student success. RtI meets monthly with all members of the grade level participating. Each grade level meets separately with RtI coordinator and administration to address student progress.

Curriculum and Instruction

Harker Heights Elementary instruction and assessment are developed through the implementation of alignment to the TEKS Resource System. This system is supported by Killeen I.S.D. and provides alignment to expectations. Teachers have a common planning period which is supported by twelve 25-minute blocks of time for their conference period. This planning is supported by administration. The Gradual Release framework is the driving force in planning.

The data wall plots individual student growth which is aligned to RtI and special programs. "Are the students making progress?" This is the common question when determining need. "Are the students in the first, second, third or fourth quartile?" "What can we do to provide better intervention?" MAPS, STAAR and montly writing compositions/revision and editing assessments are the basic criteria plotted on the data wall. District Unit Assessments are another form of uniform assessment across grade levels. Information from the data wall and district unit assessments are utilized in planning, intervention and determination for special programs through RtI.

Full planning is provided quarterly to provide time for analysis and overall planning for the next quarter. Teachers are expected to provide focus and aligned curriculum expectations.

Staff Recruitment and Retention

Harker Heights staff is comprised of 49.5 teachers, 18 aides, 3 secretaries, 1 media aide, 8 cooks, and 1.5 day custodians. All professional staff meet Title I expectations. New teachers are supported through the mentoring program and monthly campus meetings. 2019 saw the loss of 6 teachers due to relocation and 1 due to promotion to administration.

Professional development is ongoing at the campus, district and state level. Professional development was provided by district and campus staff. This development was based on district focus and instructional need. Reading is the primary focus for professional learning. Writing, Math and Science are supplemented for professional learning. Effective intervention remains an area of focus.

The staff is an integral part of the decision making process. There is a true understanding of the campus vision. The campus is driven by decision making by SBDM, Campus Conduct, DEAC, Hospitality and Technology.

Technology:

Providing students and staff with high quality technology is an integral component of the campus vision. In order for our children to be successful, we must provide the technology that enables them to compete when reaching secondary school. Promethean boards are being replaced with new interactive document cameras. We have 3 portable labs with laptops that need continual updating. Each classroom has 5 desktop computers. There are 10 iPads in each classroom. PK-2nd have 10 iPods per classroom. Each classroom has an interactive white board. Harker Heights Elementary supports technology with

programs such as STMath and Stemsscopes. 50% of the technology is over 5 years of age. The promethean boards and document cameras were slotted for replacement 3 years ago with the district replacement cycle. Maintaining technology with current capabilities is critical to provide students with the skills to compete academically.

Ipods, ipads, laptop computers, desktop computers and supportive programs are tools that supplement education in the 21st Century much like pencils and paper in the 20th Century. Students must have access to technology to mee their academic needs. Each classroom needs to have access to modern technology throughout the day.

School Processes & Programs Strengths

The campus vision is a strength. Staff and parents can explain the vision of character, relationships and academics being equally important.

The Master Schedule which provides each teacher with twelve 25 minute time slots for planning and conferencing is a strength. This master schedule aligns special programs where time is maximized for each child. Classroom instruction, special programs such as special education, dyslexia and ESL, music and p.e. are work based on the 55 minute time blocks with 5 minutes between each block for student transfer. There are no minutes lost in the schedule!

Data analysis is built upon a common tool - student magnets. Programs are noted by specific colors. Quartiles are aligned. Everyone speaks the same language.

Professional Development is ongoing and applicable to student need. The faculty is filled with vibrant willing learners.

Focus on technology is a strength. The goal of providing classroom technology is ongoing with replacements as needed to maintain this high level of access for each child.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: In 18-19, the percentage of Harker Heights professional staff who attended campus and district professional learning was 100%. 20% do not implement the new instructional strategies effectively and consistently.. This will be increased to 100% implementation of CFA 2.0 instructional strategies in 19-20. **Root Cause:** Instructional strategies are continually changing to address current instructional needs. Departmentalization of lesson planning does not meet the instructional needs for unified focus of fidelity in instructional understanding of curriculum, assessment and instructional needs in all classes and all subject matter.

Problem Statement 2: In 2018-19, 50% of the students had access to technology in their classroom. Each classroom had 5 desktop computers and 10 ipods or ipads. Each grade level had to share computer labs with 22 laptop computers. **Root Cause:** There is not enough technology in each classroom for each child to have access.

Perceptions

Perceptions Summary

Harker Heights Elementary is known as a neighborhood school. It has a rich history of community and family support. Harker Heights Elementary is the hub of the neighborhood. The building itself is the oldest public building in Harker Heights that is still being used for its original purpose. It is respected by parents and community. The businesses, churches, civic clubs and neighbors support the children of the school. Second and third generations proudly boast of having attended HHES.

There are a variety of ways that involvement is measured. While there is no PTA/PTO, there is an active Family Night that meets once a month. Family Night begins with a 30 minute parent meeting. It follows with an hour of interaction with parents, teachers, and students. The activities target academics, music, games and support. In 18-19, there was an average of 368 parents in attendance at Family Night with a maximum of 549. There are a minimum of 150 parents that will attend each month and this includes the parent meeting! There were over 500 in attendance at Kinder graduation and over 300 in attendance at 5th grade banquet. Parent involvement, to include volunteering during the school day, has not reached the level of participation exhibited during Family Nights.

Parent surveys are taken at the beginning and end of each school year and at the beginning of each quarter. There are always over 150 surveys returned each quarter with over 500 returned at the end of the school year. All surveys show support for the school's vision, student learning, procedures and relationships. They give suggestions for activities. The suggestions are always thoughtful and viewed as collaborative.

In 2018-19, the focus of parenting shifted to volunteers in the classrooms. Five parents/grandparents volunteered weekly throughout the year. They consistently came 3 or more times each week. Additional parent volunteer classes were added monthly and as needed for interested volunteers. Volunteering and parenting classes during the instructional day is a challenge due to work schedules of parents and space.

There is a full time parent liaison who serves bilingual and non-bilingual parents. The fact that 2 administrators and the parent liaison are bilingual makes the parents feel comfortable in the school. All are greeted when they enter the school. There is a warm feeling of respect for all parents and visitors. There is also a strong feeling of safety. No one gains access to the school without entering the office. It is friendly, but it is firm.

Harker Heights Elementary has a strong support within the community. H.E.B., Walmart, Navy Federal Credit Union, Harker Heights Rotary, Pizza Hut, Harker Heights Kiwanis and the Harker Heights Chamber of Commerce are regular supporters of the students and staff at Harker Heights Elementary. Each child's physical needs are met with school supplies, coats, shoes and clothing. In turn, the students support the community by contributing over 4,000 cans of food for the food drive, 2,984 bags for recycling on Earth Day, helping with changing of bulletin boards, escorting guests and setting up for special events. The students also support the community by writing cards for soldiers, public servants and residents in nursing homes. This nurturing spirit extends to and from the students.

Our adopt a school unit was not as active as they have been in the past due to deployment. Still, they supported the campus at each Knighting Ceremony,

each school carnival and field day, special event days like 9-11 and Veterans' Day.

We must always be cognizant of finding ways to communicate with the parents and community. What is the most effective way to reach the parents? In a school of poverty, the phone numbers are not always current or available. Body language speaks louder than words. We must make certain all staff treat all parents with dignity and respect. A bilingual school must make certain that communication is projected in both English and Spanish. Ongoing communication through newsletters, phone calls and personal contact is critical for establishing a warm culture.

Behavior Management is focused around common standards in PK-2nd and 3rd-5th. PK-2nd are based on colors of green, blue, yellow and red. These same standards are utilized in the cafeteria. 3rd-5th utilize a class banking system. Again, these same standards are utilized across the campus. Short forms are used for minor disciplinary concerns. Parent communication is required with each short form. Three short forms equal an office referral. Students with 2 office referrals are placed on a behavior contract where goals are set to maximize positive behavior. Campus counseling is included in these behavior contracts. Disciplinary referrals tend to focus on primary aged children. There were 333 office referrals during the 2018-2019 school year. In 2017-18 there were 442 referrals. This was a 30% decrease from 2017-18. 80% of the office referrals come from the same 15 students.

Safety is routine. Drills are conducted regularly. Students are taught to "take a knee and turn in the direction of a whistle." This is practiced in P.E. and during recess. It helps line up students at the end of class. It also helps with being able to communicate quickly and efficiently.

Perceptions Strengths

Strengths Include:

Family Night - average attendance 368 with a high of 549. The framework of 30 minutes for a parent meeting prior to 60 minutes of parent/student interactive activities in classrooms focusing on academic needs works.

Parents eat lunch with their students regularly.

Community Support - the support for the students is strong. The support from the students for the community is strong.

Communication is ongoing with newsletters and face to face conversations. The school newsletter goes home bi-weekly. Blackboard Connect is delivered in English and Spanish.

Our parent liaison worked closely with parent volunteers. Our counselors coordinated community and military support.

Monthly safety drills are conducted with fidelity. The practice of stopping and turning in the direction of a whistle is effective.

Character Education is rewarded with Early Act First Knights. Members of the Guild serve as student council. After school clubs include choir, instrument choir, horticulture and technology.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: In 2018-19, the percentage of volunteers dropped by 50%. **Root Cause:** Parents are working during the instructional day which hinders their ability to volunteer.

Problem Statement 2: In 18-19 there were 333 disciplinary referrals. This is a 30% decrease from 17-18. However 80% were from the same 15 students. **Root Cause:** Consistent implementation of behavior contracts through the RtI process is needed for students with persistent disciplinary concerns.

Problem Statement 3: While we had 368 in average attendance for Family Nights in 2018-19, family involvement across the board positively impacts student success. Parent and community volunteers during the instructional day was less than 5%. **Root Cause:** Parents and community are unable to volunteer during the instructional day due to work schedules and family commitments.

Problem Statement 4: In 2018-19, 100% of the students were safe in arrival, dismissal and throughout the instructional day at Harker Heights. **Root Cause** : Strong standards for procedures of arrival ,dismissal and safety are critical for each student and staff member.

Goals




Revised/Approved: September 05, 2019

Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.

Performance Objective 1: For 2019-2020, we expect at least a 6% increase of all student performance in Reading including special education, ELL, Bilingual, GT, At-Risk and 504 students taking our overall Reading performance from 82% to 88%.

Evaluation Data Source(s) 1: STAAR, TELPAS, MAP, District Unit Assessment and Campus Level Assessment based on TEKS Resource Curriculum System

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All members of the leadership team will participate in CFA 2.0 training. The leadership team consists of the principal, assistant principals and CIS. The administrative leadership team will be supported by the campus level literacy committee. The leadership team will utilize this information to lead campus PLC's for teachers and instructional assistants throughout the 19-20 school year.	2.4, 2.5, 2.6	Principal, AP's, CIS	Increased success in Reading in STAAR, MAPS, TELPAS, District Unit Assessments and Campus Assessments				
Problem Statements: Student Academic Achievement 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
2) During August professional development teachers in grades PK-5 will participate in CFA 2.0 professional development. They will map and design reading instruction following the standards of CFA 2.0. Each nine weeks, teachers will map and design reading instruction specifically for their students based on curriculum and assessment using strategies from CFA 2.0 and skills-based and/or leveled guided reading.	2.4, 2.5, 2.6	Principal AP's CIS	STAAR District Unit Assessments, TELPAS and Campus Level Formative and Summative Assessments				
Problem Statements: Student Academic Achievement 1							
3) During August professional development, all PK-5 teachers and instructional aides will be trained to teach reading through CFA 2.0.	2.4, 2.5, 2.6	Principal AP's CIS	STAAR, TELPAS, MAP, District Unit Assessments, Campus Unit Assessments				
Problem Statements: Student Academic Achievement 1							
4) Teachers will design lessons that integrate the instructional practices from CFA 2.0 which incorporates skills-based and/or leveled guided reading Skills- based and leveled guided reading instruction combined with the vision of CFA 2.0 will increase student application of skills at each grade level and for all sub-groups. Laptops will be utilized to extend reading instruction with Education Galaxy and other online instructional opportunities within the classroom setting. Education Galaxy	2.4, 2.5, 2.6	Principal AP's CIS	STAAR District Unit Assessments, TELPAS and Campus Level Formative and Summative Assessments				
Problem Statements: Student Academic Achievement 1 Funding Sources: 211 - ESEA, Title I Part A - 20078.54, 165/BIO - Bilingual - 3568.50, 166 - State Comp Ed - 2861.00							
5) All teachers will monitor interventions for each child scoring below grade level using data wall. Electronic Progress Monitoring will be updated monthly and monitored by CIS/AP's. Intervention Block will be common for all grade levels and will be aligned to the master schedule. Additional support will be provided to children of special education students and children of two or more races, using LLI, strategies from Yaris and Burkins, and differentiation.	2.4, 2.5, 2.6	Principal AP's CIS	STAAR District Unit Assessments, TELPAS and Campus Level Formative and Summative Assessments				
Problem Statements: Student Academic Achievement 1 Funding Sources: 166 - State Comp Ed - 4659.30, 165/BIO - Bilingual - 500.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Strategies from CFA 2.0 and skills-based leveled guided reading will be taught daily and consistently with fidelity starting at the beginning of the school year in grades K-5. and all special programs. A GRR reading lesson, derived from the CFA 2.0 design process, will be taught daily in grades K-5 and all special programs. Reteach will be done during bridge days and will utilize strategies from CFA 2.0 and skills-based leveled guided reading strategies.	2.4, 2.5, 2.6	Principal AP's CIS	STAAR TELPAS MAP District Unit Assessments Campus Unit Assessments				
	Problem Statements: Student Academic Achievement 1						
7) Students in K-5 will be given common district unit reading assessments and MAP reading assessments 3 times a year. These assessments will be analyzed in Professional Learning Communities to determine instructional need and differentiation needs. Additional support will be given to students demonstrating instructional need, as determined by CUA's, MAPS and ongoing formative assessment in order to increase academic achievement. Reteaching will be done during bridge days. Differentiation will be utilized during intervention and guided reading groupings.	2.4, 2.5, 2.6	Principal AP's CIS	STAAR TELPAS MAP District Unit Assessments Campus Unit Assessments				
	Problem Statements: Student Academic Achievement 1						
8) The Campus Level Instructional Rounds in October and January will focus on the implementation of CFA 2.0 with alignment to GRR.	2.4, 2.5, 2.6	Principal AP's CIS	STAAR District Unit Assessments, TELPAS and Campus Level Formative and Summative Assessments				
	Problem Statements: Student Academic Achievement 1						
9) Interventionist for grades 3-5 will work with Tier II and Tier III students to address Reading and application of skills. The interventionist will integrate rigorous instructional strategies while following targeted TEKS Resource System aligned instruction in all content areas which will increase student application of skills at each grade level. Targeted Support will be provided to children of two or more races and special education through inclusion.	2.4, 2.5, 2.6	Principal AP's CIS	STAAR District Unit Assessments, TELPAS and Campus Level Formative and Summative Assessments				
	Problem Statements: Student Academic Achievement 1 Funding Sources: 211 - ESEA, Title I Part A - 80732.06						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
10) Instructional Aides will address specific needs of students with small group instruction targeting differentiated instruction for At-Risk students. In the bilingual classrooms, bilingual instructional aides will assist bilingual students. Intervention will be implemented during designated campus wide intervention block. LLI will be utilized for instruction during the intervention block with struggling readers. A GRR reading lesson, derived from the CFA 2.0 design process, will be taught daily in grades K-5 and supported by instructional aides.	2.4, 2.5, 2.6	Principal AP's CIS	STAAR, TELPAS, MAP, District Unit Assessments, Campus Unit Assessments				
	Problem Statements: Student Academic Achievement I Funding Sources: 211 - ESEA, Title I Part A - 67461.63						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: In 18-19, the percentage of Harker Heights Elementary students who scored Approaching Grade Level on the STAAR reading test was 82%. The 5th grade average was 92%, the 4th grade average was 74% and the 3rd grade average was 84%. In 18-19 Special Education Reading scores were 49%. Root Cause 1: Balanced Literacy and Literacy Continuum have not been implemented with fidelity in grades K-5.

Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.


Performance Objective 2: For 2019-2020, we expect at least a 6% increase of all student performance in Writing including special education, ELL, Bilingual, GT, At-Risk and 504 students taking our overall Writing performance from 71% to 77%.

Evaluation Data Source(s) 2: STAAR, TELPAS, District Unit Assessments, and Campus Level Assessments based on TEKS Resource Curriculum System

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The administrative leadership team and the campus teacher leaders will collaborate to organize and present components of Empowering Writers instructional strategies during August professional learning and throughout the year during weekly PLC's. PLC will be for all professionals and all instructional aides.	2.4, 2.5, 2.6	Principal AP's CIS	STAAR TELPAS MAP District Unit Assessments Campus Unit Assessments				
2) Teachers in grades K-5 will teach writing daily through a writer's workshop approach. Teachers in 4th grade will teach the first semester through writer's workshop approach. During the second semester, 4th grade teachers will teach writing to a prompt.	2.4, 2.5, 2.6	Principal AP's CIS	STAAR TELPAS District Unit Assessments Campus Unit Assessments				
3) Teachers will give common composition writing assessments each month. These assessments will be scored during conference periods by grade level with support from the leadership team. (PK-5). Data will be gathered from these assessments to determine instructional learning needs.	2.4, 2.5, 2.6	Principal AP's CIS	STAAR TELPAS District Unit Assessments Campus Assessments				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) STAAR-like revising and editing practice will be done in grades 2-5 daily. In grades K-1, revising and editing will be done through a gradual release of responsibility model. Revising and editing will be done daily in K-1. Data from the monthly assessment will be plotted on Data Wall. Data will be gathered from these assessments to determine instructional learning needs.	2.4, 2.5, 2.6	Principal AP's CIS	STAAR TELPAS District Unit Assessments Campus Assessments				
	Problem Statements: Student Academic Achievement 3 Funding Sources: 263 - ESEA, Title III Part A - 1000.00, 165/ES0 - ELL - 1249.50						
5) The administrative team, consisting of the principal, assistant principals and curriculum specialist will do writing specific monthly short walks in each teacher's classroom and provide teachers with feedback on implementation of Writer's Workshop.	2.4, 2.5, 2.6	Principal AP's CIS	STAAR TELPAS District Unit Assessments Campus Assessments				
	Problem Statements: Student Academic Achievement 3						
6) Interventionist for grades 2nd-3rd will work with Tier II and Tier III students to address Revision, Editing and application of skills. The interventionist will integrate rigorous instructional strategies while following targeted TEKS Resource System aligned instruction in all content areas which will increase student application of skills at each grade level. Targeted Support will be provided to biracial children and special education through inclusion.		Principal AP's CIS	STAAR TELPAS District Unit Assessments				
	Problem Statements: Student Academic Achievement 3 Funding Sources: 166 - State Comp Ed - 60000.00						
							

Performance Objective 2 Problem Statements:

Student Academic Achievement
<p>Problem Statement 3: In 18-19, the percentage of fourth grade students who scored Approaching Grade Level on the STAAR writing test was 72%. In 17-18, the percentage of fourth grade students who scored Approaching Grade Level on the STAAR writing test was 59%. African Americans scored 63%. Hispanics scored 77%, Whites scored 76%. Two or More Races scored 57%. Special Education scored 44%, Eco. Dis. scored 69%. Root Cause 3: Empowering Writers has not been implemented with fidelity resulting in no systematic approach to teaching composition, revising and editing in grades K-5.</p>


Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.

Performance Objective 3: For 2019-2020, we expect at least a 6% increase of all student performance in Science including special education, ELL, Bilingual, GT, At-Risk and 504 students taking our overall Reading performance from 76% to 82%.

Evaluation Data Source(s) 3: STAAR, MAP, District Unit Assessments and Campus Level Assessments based on TEKS Resource Curriculum System

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) During August professional development teachers in grades PK-5 will map and design science instruction. Each nine weeks, teachers will map and design science instruction specifically for their students based on curriculum and assessment	2.4, 2.5, 2.6	Principal AP's CIS	STAAR MAP District Unit Assessments Campus Unit Assessments				
	Problem Statements: Student Academic Achievement 4						
2) Teachers in grades PK-5 will teach science daily in a designated time slot in the master schedule. Science will be integrated into writing and non-fiction reading comprehension through a gradual release of responsibility model.	2.4, 2.5, 2.6	Principal AP's CIS	STAAR MAP District Unit Assessments Campus Unit Assessments				
	Problem Statements: Student Academic Achievement 4						
3) Campus Wide Science Rotation will be conducted each quarter targeting the 4 objectives of STAAR Science at all grade levels.	2.4, 2.5, 2.6	Principal AP's CIS	STAAR MAP District Unit Assessments Campus Unit Assessments				
	Problem Statements: Student Academic Achievement 4						
	Funding Sources: 211 - ESEA, Title I Part A - 790.00						
4) A Science Teacher will provide targeted hands-on science experiences weekly to each 1st-5th grade class.	2.4, 2.5, 2.6	Principal AP's CIS	STAAR MAP District Unit Assessments Campus Unit Assessments				
	Problem Statements: Student Academic Achievement 4						
Funding Sources: 211 - ESEA, Title I Part A - 97289.70							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) January Family Night will target hands-on science experiences	2.4, 2.5, 2.6	Principal AP's CIS Counselors	STAAR MAP District Unit Assessments Campus Unit Assessments				
Problem Statements: Student Academic Achievement 4							
6) The Campus Level Instructional Rounds in November will focus on hands-on science experiences with alignment to GRR.	2.4, 2.5, 2.6	Principal AP's CIS	STAAR MAP District Unit Assessments Campus Unit Assessments				
Problem Statements: Student Academic Achievement 4							
7) The administrative team, consisting of the principal, assistant principals and curriculum specialist will do science specific monthly short walks in each teacher's classroom and provide teachers with feedback on implementation of GRR driven instruction based on TEKS Resource Curriculum alignment.	2.4, 2.5, 2.6	Principal AP's CIS	STAAR MAP District Unit Assessments Campus Unit Assessments				
Problem Statements: Student Academic Achievement 4							
							

Performance Objective 3 Problem Statements:

Student Academic Achievement
<p>Problem Statement 4: In 18-19, the percentage of fifth grade students who scored Approaching Grade Level on the STAAR science test was 73%. In 17-18, the percentage of fifth grade students who scored Approaching Grade Level on the STAAR science test was 64%. African Americans scored 55%. Hispanics scored 66%, Whites scored 85%. Two or More Races scored 100%. Special Education scored 38%, Eco. Dis. scored 67%. Root Cause 4: There is no systematic approach to teaching hands-on science and concept development across all grade levels.</p>





Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.

Performance Objective 4: For 2019-2020, we expect at least a 6% increase of all student performance in Math including special education, ELL, Bilingual, GT, At-Risk and 504 students taking our overall Math performance from 82% to 88%.

Evaluation Data Source(s) 4: STAAR, MAP, District Unit Assessments and Campus Level Assessments based on TEKS Resource Curriculum System

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) During August professional development teachers in grades PK-5 will participate in CFA 2.0 professional development. During August professional development teachers in grades PK-5 will map and design math instruction following the standards of CFA 2.0. Each nine weeks, teachers will map and design math instruction specifically for their students based on curriculum, assessment and skills based instruction.	2.4, 2.5, 2.6	Principal AP's CIS	STAAR MAP District Unit Assessments Campus Unit Assessments				
				Problem Statements: Student Academic Achievement 5			
2) Teachers in grades PK-5 will teach math daily and consistently with fidelity in a designated time slot in the master schedule utilizing strategies from CFA 2.0 and skills-based leveled math skills in grades K-5 and all special programs. Reteach will be done during bridge days and will utilize strategies from CFA 2.0.	2.4, 2.5, 2.6	Principal AP's CIS	STAAR MAP District Unit Assessments Campus Unit Assessments				
				Problem Statements: Student Academic Achievement 5 Funding Sources: 166 - State Comp Ed - 6599.70			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) Teachers will design lessons that integrate the instructional practices from CFA 2.0 which incorporates skills-based math strategies while following district curriculum and district mapping of skills which will increase student application of skills at each grade level and for all sub-groups. Hands-on tasks with the use of manipulatives and technology will supplement math instruction.	2.4, 2.5, 2.6	Principal AP's CIS	STAAR MAP District Unit Assessments Campus Unit Assessments				
	Problem Statements: Student Academic Achievement 5						
4) All teachers will monitor interventions for each child scoring below grade level using data wall. Electronic Progress Monitoring will be updated monthly and monitored by CIS/AP's. Intervention Block will be common for all grade levels and will be aligned to the master schedule. All teachers will monitor interventions for each child scoring below grade level using data wall. Electronic Progress Monitoring will be updated monthly and monitored by Principal/CIS/AP's.	2.4, 2.5, 2.6	Principal AP's CIS	STAAR MAP District Unit Assessments Campus Unit Assessments				
	Problem Statements: Student Academic Achievement 5						
5) During August staff development, teachers in grades PK-5 will be trained to teach problem solving. Grades K-5 will be trained to incorporate problem solving with CFA 2.0 instructional strategies.	2.4, 2.5, 2.6	Principal AP's CIS	STAAR MAP District Unit Assessments Campus Unit Assessments				
	Problem Statements: Student Academic Achievement 5						
6) Spiraling of math skills will be done daily and consistently based on content that has already been taught.	2.4, 2.5, 2.6	Principal AP's CIS	STAAR MAP District Unit Assessments Campus Unit Assessments				
	Problem Statements: Student Academic Achievement 5						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Performance Objective 4 Problem Statements:

Student Academic Achievement

Problem Statement 5: In 18-19, the percentage of Harker Heights Elementary students who scored Approaching Grade Level on the STAAR math test was 81%. The 5th grade average was 93%, the 4th grade average was 81% and the 3rd grade average was 71%. **Root Cause 5:** Core math instructional practices in grades PK-5 need to be more systemically aligned.

Goal 2: Killeen ISD will recruit, retain, and develop excellent, creative educators to maximize student achievement.

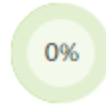


Performance Objective 1: By the end of the 2019-2020 school year, 100% of all professional staff will participate in a minimum of 4 district or campus level professional development sessions covering a variety of research based learning to build teacher capacity to be more effective in interventions and instructional practices through PLC's.

Evaluation Data Source(s) 1: Transcripts, Surveys, Participation, Retention Numbers, Exit Reports, STAAR Results, MAPS, and TELPAS.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Professional Development will build capacity of teachers and administrators as instructional leaders, to include teachers of GT students, special education students, bilingual students, ELL students, At-Risk Students and 504 students. The alignment of professional development will emphasize Next Generation Balanced Literacy, Empowering Writers, Gradual Release and Intervention Strategies as a means to build self-confidence in academics, relationships and character. Title III Conference for Bilingual Teachers Entire Staff will participate in book study during PLC once a month. Additional book studies will occur after school.	2.4, 2.6	Principal Assistant Principals CIS Teachers	Teacher Survey Implementation as evidenced in STAAR/MAPS/Fountas & Pinnell/CIRCLE				
<p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: 165/B10 - Bilingual - 500.00, 211 - ESEA, Title I Part A - 1000.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
2) Professional conferences will build capacity of teachers and administrators as instructional leaders, to include teachers of GT students, special education students, bilingual students, ELL students, At-Risk Students and 504 students. Conferences include: * Yaris and Burkins * Writer's Workshop * Balanced Literacy * Region XII GT Training * Agricultural Science for Students * ASCD * Title III	2.4, 2.4, 2.6, 2.6	Principal Assistant Principals CIS Teachers	Teacher Survey Implementation as evidenced in STAAR/TPRI/Fountas & Pinnell/CIRCLE/mClass				
	Problem Statements: School Processes & Programs 1 Funding Sources: 166 - State Comp Ed - 3000.00, 165/BI0 - Bilingual - 3000.00						
3) Professional Learning Communities will examine data in order to differentiate instruction aligned to targeted TEKS for GT, 504, special education, bilingual, ELL and At-Risk students. Full Day Substitutes will be used to provide extended time for PLC's.	2.4, 2.6	Principal AP's CIS	Teacher Survey Implementation as evidenced in STAAR TELPAS MAPS District Unit Assessments				
	Funding Sources: 165/BI0 - Bilingual - 4000.00, 211 - ESEA, Title I Part A - 5000.00						
4) Harker Heights Elementary will participate in Instructional Rounds during Professional Learning Communities and Professional Development to strengthen the understanding of the writing instruction and hands on science instruction focusing on connection of gradual release to existing tools of instruction. * Gradual Release * Next Generation Balanced Literacy	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Principal Assistant Principals CIS Teachers	Instructional Rounds Short Walks Teacher Survey				
	Problem Statements: School Processes & Programs 1						
5) 100% of the Harker Heights Elementary Staff will participate in ongoing RtI education to strengthen implementation of interventions and recommendations for special program referrals. 100% of all staff will utilize the data wall to identify and monitor student progress based on intervention and effective assessment monitoring. * Professional Learning to strengthen differentiation strategies	2.4, 2.5, 2.6	Principal Assistant Principals CIS Counselor Teachers	RtI Logs				
	Problem Statements: School Processes & Programs 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) The Campus Momentum Plan will be developed collaboratively and will outline a cohesive year-long professional development plan to address the district wide problem of practice. The focus of our momentum plan for this year will be with the alignment of Next Generation Balanced Literacy, Gradual Release and the integration of writing strategies for compositions, revising and editing.	2.4, 2.6	Principal Assistant Principals CIS Teachers	Instructional Rounds, Short Walks, Teacher Surveys				
Problem Statements: School Processes & Programs 1							
7) The campus will participate in district instructional rounds and conduct 3 internal rounds during the school year targeting writing instructional strategies, science and gradual release.	2.4, 2.5, 2.6	Principal Assistant Principals CIS Teacher Leaders	Instructional Rounds,				
Problem Statements: School Processes & Programs 1							
8) The CIS will supervise the mentoring program. In that capacity, the CIS will ensure that each first year teach is provided a mentor and will provide ongoing professional learning with monthly after-school campus meetings for mentors and new teachers.	2.6	Principal CIS	Increased support for new teachers.				
Problem Statements: Perceptions 3							
9) Teachers needing help in content will be given an opportunity to observe team members noting desired instructional strategies.	2.4, 2.5, 2.6	Principal Assistant Principal CIS	Increased student performance in all content areas as measured by STAAR, MAPS and campus assessment				
Problem Statements: School Processes & Programs 1							
Funding Sources: 211 - ESEA, Title I Part A - 0.00							
10) Professional Development will build capacity of teachers and administrators as instructional leaders, to include teachers of GT students, special education students, bilingual students, At-Risk Students, and 504 students. The alignment of professional development will emphasize gradual release and Next Generation Balanced Literacy. The components of character, relationships and academics will drive connections to professional development.	2.4, 2.6	Principal AP's CIS	Teacher Survey Implementation of professional strategies as evidenced in STAAR, TELPAS, and MAP assessments				
Problem Statements: School Processes & Programs 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: In 18-19, the percentage of Harker Heights professional staff who attended campus and district professional learning was 100%. 20% do not implement the new instructional strategies effectively and consistently.. This will be increased to 100% implementation of CFA 2.0 instructional strategies in 19-20. Root Cause 1: Instructional strategies are continually changing to address current instructional needs. Departmentalization of lesson planning does not meet the instructional needs for unified focus of fidelity in instructional understanding of curriculum, assessment and instructional needs in all classes and all subject matter.</p>
Perceptions
<p>Problem Statement 3: While we had 368 in average attendance for Family Nights in 2018-19, family involvement across the board positively impacts student success. Parent and community volunteers during the instructional day was less than 5%. Root Cause 3: Parents and community are unable to volunteer during the instructional day due to work schedules and family commitments.</p>

Goal 3: Killeen ISD will engage all stakeholders in the work of developing lifelong learners through positive, collaborative relationships and meaningful communication.

Performance Objective 1: By June 2019, there will be a 10% increase in parent involvement at Harker Heights family activities.

Evaluation Data Source(s) 1: Sign In Sheets from Parent Involvement Activities, Parent Survey

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students and Parents will work together during the day to compete in friendly activities focusing on relationship building and physical skills. The application of problem solving will be utilized in real-world problem solving during these events Harvest Festival celebrating Fall: Picnic in the Park celebrating Spring	3.1, 3.2, 3.2	Principal AP's CIS Counselors	Parent and Student Survey				
Problem Statements: Perceptions 3 Funding Sources: 211/PAR - ESEA, Title I Parent Involvement - 500.00							
2) In order to better serve parental needs, the staff of Harker Heights Elementary survey parents quarterly seeking input regarding activities and programs.	3.1, 3.2	Principal Assistant Principals Counselor Parent Liaison Teachers	Quarterly Surveys				
Problem Statements: Perceptions 3							
3) Parent Liaison will attend the practical parent education training in order to enhance her ability to better assist the parents in assisting their children with academics.	3.1	Principal Parent Liaison	Attendance in Parenting Activities				
Problem Statements: Perceptions 3 Funding Sources: 211/PAR - ESEA, Title I Parent Involvement - 1000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Prior to each Family Night, a parenting meeting will be held in the cafeteria targeting student success strategies as a means of assisting parents.	3.1, 3.1, 3.2, 3.2	Principal Assistant Principals Counselors Parent Liaison	STAAR and EOY Assessment				
	Problem Statements: Perceptions 3 Funding Sources: 211/PAR - ESEA, Title I Parent Involvement - 500.00						
5) To promote student character and attendance rewards will be given for attendance, no tardies and acts of character. Rewards will be coordinated by counselors. Speakers from community and soldiers from our Adopt a School Unit will award students for their character 3 times a semester. These awards will be Paw Pride Awards.	2.6, 3.1, 3.1, 3.2, 3.2	Principal Counselors	Increased Attendance Strong Character Increased				
	Problem Statements: Demographics 2 - Perceptions 2						
6) Parent Involvement will be a part of the behavior contracts to encourage positive student growth.	2.6, 3.1, 3.1, 3.2, 3.2	Principal Assistant Principals Counselors	Positive Behavior Increased Parent Involvement				
	Problem Statements: Perceptions 2						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
7) Monthly Family Activities will target academic skills and application of skills connecting home activities with school activities. September - Reading Strategies October - Writing Activities November - Harvest Festival & American Heroes and Role Models December - Fine Arts and Family Celebrations January - Science February - Living History March - Math Problem Solving April - Family Picnic May - Kinder Graduation and 5th Grade Banquet School Parade. Family Night is from 6:00-7:00. PK is divided into 3 sections. Two of the sections focus on PK activities. 1 section will serve as extensions for preschool children who will transition to school.	3.1, 3.2	Principal AP's CIS Counselors	Parent Survey Parent Attendance				
	Problem Statements: Perceptions 3 Funding Sources: 211/PAR - ESEA, Title I Parent Involvement - 1010.00						
8) In order to better serve parental needs, the staff of Harker Heights will survey parents quarterly seeking input regarding activities and programs.	3.1, 3.2	Principal Counselors	Parent Participation Surveys				
	Problem Statements: Perceptions 3						
9) Parents of Language Learning Children will work with their children bi-weekly to build and understanding of reading and math strategies. These activities will strengthen individual support for language learning students.	3.1, 3.2	Principal Counselors Parent Liaison	Attendance Parental Involvement Student Success				
	Problem Statements: Demographics 3 - Perceptions 3						
10) Parent Liaison will conduct monthly training meetings to assist parents in completing necessary volunteer criteria.	3.1, 3.2	Principal Counselors Parent Liaison	Increased Parental Involvement				
	Problem Statements: Perceptions 3						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = Continue/Modify </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>							

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: In 18-19, the attendance rate was 95% with 10% daily tardy rate **Root Cause 2:** There was no consistency with implementing the incentives for attendance especially in the lower grades.

Problem Statement 3: More than half of our students do not have the needed supplies and come to school unprepared. **Root Cause 3:** Harker Heights has an 86% Economically Disadvantaged population. Harker Heights has 52% Language Learners population. District and community resources designed to provide needed support to students could be utilized more effectively.

Perceptions

Problem Statement 2: In 18-19 there were 333 disciplinary referrals. This is a 30% decrease from 17-18. However 80% were from the same 15 students. **Root Cause 2:** Consistent implementation of behavior contracts through the RtI process is needed for students with persistent disciplinary concerns.

Problem Statement 3: While we had 368 in average attendance for Family Nights in 2018-19, family involvement across the board positively impacts student success. Parent and community volunteers during the instructional day was less than 5%. **Root Cause 3:** Parents and community are unable to volunteer during the instructional day due to work schedules and family commitments.





Goal 4: Killeen ISD will provide a safe and healthy learning environment, and identify and address social, emotional, and behavioral distractors; thereby improving student achievement.

Performance Objective 1: By June 2020, there will be a 10% decrease in student conduct referrals by increasing the recognition of students who display good character traits. In addition, Harker Heights will promote a healthy, secure and orderly environment for students, staff, families, and the community by implementing a uniformed set of procedures and discipline management strategies.

Evaluation Data Source(s) 1: Paw Pride Awards, Surveys, Safety Reports, Discipline Referral Reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Education and counseling regarding bullying and respect for all individuals will be included by all teachers and all programs. Coordination of special programs for positive relationships for students will be done by campus counselors. Parenting workshops to instruct parents of the need for respect for all individuals and steps regarding consequences for bullying and harassment will be conducted monthly	2.5, 2.6	Principal Counselor Assistant Principals Teachers	Parent Surveys Student Surveys Conduct Records Attendance Records				
	Problem Statements: Perceptions 2						
2) Bullying Prevention Strategies will be integrated into regular classroom instruction and standards. * Counselor will provide guidance sessions for anti-bullying strategies * Each incident of suspected bullying will be investigated and reported. Counseling will be provided for victim and offender.	2.5, 2.5, 2.6, 2.6	Principal Assistant Principals Counselor Teachers	Conduct Records Student and Parent Surveys				
	Problem Statements: Perceptions 2						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) Follow uniform discipline system * PK-2nd grade will uniformly use the color system of green, blue, yellow and red. *3rd-5th will uniformly use same levels of expectation as PK-2nd, but without color charts. * With each office referral, there will be a parent conference and guidance session by counselor * After 2 office referrals, child will be placed on a behavior contract coordinated with parent, teacher and administrator.	2.4, 2.5, 2.6, 2.6	Principal Assistant Principals Counselor Teachers	Conduct Records				
	Problem Statements: Perceptions 2						
4) Arrival, Dismissal and Transportation Procedures * Students arriving early will line up in hall by office by grade level. K-5th will eat breakfast between 7:30-7:55. PK will eat breakfast between 8:00-8:30. Recess is built within the instructional day. * Dismissal - Aides and special program teachers supervise daycare and bus dismissal. Classroom teachers escort parent pick-up and walkers outside. PK-2nd must be picked up by parent or designee. ID cards are required for release.	2.5, 2.5, 2.6, 3.2	Principal Assistant Principals Counselor Teachers	100% Safe Schools Parent Survey				
	Problem Statements: Demographics 2						
5) Physical Education Teachers will utilize sound instructional strategies that promote health and fitness as targeted by the standard of Teks Resources. Each student has 27 minutes of physical education daily with highly qualified teachers. Each child has 10 minutes of lunch recess and 15 minutes of scheduled recess daily. Healthy habits instruction are promoted by all teachers and programs. Physical Fitness testing will be included quarterly.	2.4, 2.5, 2.5, 2.6, 2.6	Physical Education Teachers Classroom Teachers Principal Assistant Principals CIS	Physical Fitness Testing, Campus Based Assessments				
	Problem Statements: Demographics 1						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: The students lack educational opportunities and real-world experiences. **Root Cause 1:** Harker Heights has an 86% Economically Disadvantaged population. Harker Heights has 52% Language Learners population. Harker Heights has 12% Special Education population. Opportunities for methods and techniques in sheltered instruction are not consistently taken advantage of across all grade levels and programs.

Problem Statement 2: In 18-19, the attendance rate was 95% with 10% daily tardy rate **Root Cause 2:** There was no consistency with implementing the incentives for attendance especially in the lower grades.

Perceptions


Problem Statement 2: In 18-19 there were 333 disciplinary referrals. This is a 30% decrease from 17-18. However 80% were from the same 15 students. **Root Cause 2:** Consistent implementation of behavior contracts through the RtI process is needed for students with persistent disciplinary concerns.

Goal 5: Killeen ISD will effectively and efficiently manage district resources and operations to maximize learning opportunities for all students and staff.

Performance Objective 1: During the 2019-2020 school year, the Harker Heights master schedule will ensure protected instructional time and will provide teachers adequate time for collaboration, studying of the curriculum, and planning for instruction and interventions to maximize learning for all students and staff.

Evaluation Data Source(s) 1: Teacher Survey, RtI documentation, CIRCLE, MAP, TELPAS, District Unit Assessments and STAAR data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Follow a master schedule for differentiated instruction that targets maximum time for student learning * Campus- wide Common Reading Intervention block * 2 55 minute blocks assigned to ELAR * 2 55 minute blocks assigned to Math * Entire campus follows the same master schedule where all AM classes begin at __:45 and end at __:40. First class is 8:00-8:40, second is 8:45-9:40. PM classes are from __:15- __:10.	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Principal AP's CIS	RtI Data STAAR TELPAS MAPS District Unit Assessments				
Problem Statements: Student Academic Achievement 1, 5							
							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: In 18-19, the percentage of Harker Heights Elementary students who scored Approaching Grade Level on the STAAR reading test was 82%. The 5th grade average was 92%, the 4th grade average was 74% and the 3rd grade average was 84%. In 18-19 Special Education Reading scores were 49%. Root Cause 1: Balanced Literacy and Literacy Continuum have not been implemented with fidelity in grades K-5.

Student Academic Achievement

Problem Statement 5: In 18-19, the percentage of Harker Heights Elementary students who scored Approaching Grade Level on the STAAR math test was 81%. The 5th grade average was 93%, the 4th grade average was 81% and the 3rd grade average was 71%. **Root Cause 5:** Core math instructional practices in grades PK-5 need to be more systemically aligned.

State Compensatory

Personnel for Harker Heights Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Armstrong, Robert V.	Teacher PCN 16993	SCE, 2nd-3rd Grade, B: 9-23-19	1.0
Johnson, Laurie	Teacher PCN 16993	E: 9-12-19	1.0

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The comprehensive needs assessment is an ongoing assessment. We begin with data analysis at the end of the school year. We make decisions based on this data. We continue discussions and analysis at the beginning of the school year. This continues throughout the school year with our data walls. We use a variety of sources for our data analysis: STAAR, TELPAS, MAP, District Unit Assessment and Campus Assessment. Staff create rubrics for expectations. We survey parents, students and staff on feedback from various programs and procedures. We look at attendance rates, retention rates, discipline referrals and parent involvement.

The SBDM Committee and Campus Teacher Leaders are critical for all decision making. Needs and causes are defined and lay the foundation for next steps towards success.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Our CIP is developed by our SBDM committee. Killeen ISD School Board policies BQB Legal and BQB Local outline the stakeholders who are required to be part of SBDM. At the elementary level, our committee is comprised of classroom teachers from each grade level, three parents of students who are currently enrolled in our school, a community representative, two business representatives, a teacher of students with disabilities, a district level professional and professional non-teaching staff. This team works together to not only create the CNA but to also develop strategies in the CIP to address the most crucial areas of need identified in the CNA.

2.2: Regular monitoring and revision

SBDM members do a formative review of the CIP strategies in November, January, and March each year. Revisions to strategies are made at any time they are needed but typically occur during this process. During each review, SBDM members look at strategies in terms of what progress has been made in implementation and the impact the strategy is having on student achievement. Strategies can be modified, redirected, or discontinued so that the needs of students and teachers are met.

2.3: Available to parents and community in an understandable format and language

The CIP is posted on our campus website where it is available to parents and to our community and can be translated into any one of 103 languages. If a parent or community member does not have internet access or the language they speak is not one of those available online, they may contact our school office to request a hard copy of the document or a translation to the language they speak. In addition, the campus plan is presented to parents at the September Family Night. It is given hard copy and discussed at the Family meeting.

2.4: Opportunities for all children to meet State standards

See CIP strategies tagged with Title I element 2.4.

2.5: Increased learning time and well-rounded education

See Campus Plan strategies tagged with Title I element 2.5.

2.6: Address needs of all students, particularly at-risk

See Campus Plan strategies tagged with Title I element 2.6

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Every February, all parents and family members are invited to review our parent and family engagement policy and our home school compact for the coming school year. This group meets at 5:30 during our monthly Family Night activities. We average over 200 in these meetings. This group recommends changes that may be needed or may recommend no changes at all. As a result of this meeting, both documents are ready to be included in the parent handbook for the next school year. They are then posted on the campus website at the very beginning of the following school year. We also distribute the parent and family engagement policy at the Meet the Teacher Night in August. The home-school compact is discussed and signed during parent-teacher conferences that are held during the first nine weeks of school.

3.2: Offer flexible number of parent involvement meetings

To encourage as many parent and family members as possible to attend family involvement meetings, we offer activities at a variety of times and days. We survey parents at the beginning, middle and end of each school year to determine the best times for them. We average 368 in attendance at our evening activities during the 18-19 school year. Events are publicized, well in advance, and when possible, sessions of the same event are offered at two different times or days. We hold events in the early afternoon, evenings and mornings.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Barron, Sandra	Aide PCN 18414	E: 10-08-19	0.5
Bellavia, Carolyn	Teacher PCN 20621	3rd Grade Interventionist	1.0
Davenport, Lynn	Aide PCN 18109		1.0
Mattson-McNutt, Jill	Aide PCN 18414	B: 10-10-19	.5
McCormack, Thomas	Teacher PCN 19927	2nd-5th Grade Science Teacher	1.0
Nunn, Kayley	Aide PCN 18702	Title I	1.0
Whitsell, Mitlitha	Aide PCN 18702	E: 10-08-19	1.0

Addendums

Campus Information							
District Name	Killeen Independent School District	Campus Name	Harker Heights Elementary School	Superintendent	Dr. John Craft	Principal	Ms. Carolyn Dugger
District Number	014906	Campus Number	000000105	District Coordinator of School Improvement (DCSI)	Mr. David Manley	ESC Support	Region 12 David Hamilton

Assurances	
DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.
Principal Supervisor <i>(Only necessary if the DCSI is NOT the Principal supervisor)</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.
Board Approval Date	

Needs Assessment	
Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?
	What changes in student group and subject performance are included in these goals?
	If applicable, what goals has your campus set for CCMR and Graduation Rate?

Self-Assessment Results	
(To be completed if the campus HAS NOT had an ESF Diagnostic)	
Use the completed Self-Assessment Tool to complete this section	
Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	2
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	4

3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	4
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	4
5.1 Objective-driven daily lesson plans with formative assessments.	3
5.3 Data-driven instruction.	3

Prioritized Focus Area #1		Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3 Data-driven instruction.		
Rationale	We recognized last year that we used systematic data collection practices and tracking of student data and needed to develop practices that use the data to adjust the instructional approach to close identified gaps in a timelier manner. We identified the need to work with the data to reteach and use common formative assessments to measure the effectiveness of the reteach efforts. The district is providing curriculum based assessments that can be quickly analyzed using Eduphoria to identify trends and gaps sorted by standards as well as sub populations. Our weekly PLC structures to which we can invite district curriculum experts provide the weekly opportunities to develop systematic analysis tools and reteach methods based on best practices.		
Desired Annual Outcome	We want to analyze the data specific for all students and subgroups and the level of performance toward the 'meets'and 'masters' criteria. We want to see all students and the low performing subgroups meet the TEA targets. We will develop systems for consistent data analysis and target the instruction based on the data.		
Barriers to Address During the Year	There was not always time to analyze the data and effectively use the resources. We will set aside specific time such as PLCs , common grade level planning each week and full day planning days each nine weeks for this purpose. There is a lack of experience and comfort with data analysis and adjusting instruction.		

2

ESF Diagnostic Results
(To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)

Date of ESF Diagnostic

Prioritized Focus Area #1		Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome			
Barriers to Address During the Year			

District Commitment Theory of Action	
Prioritized Focus Areas for Improvement	Capacity Builder

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3 Data Driven Instruction		
Desired Annual Outcome	We want to analyze the data specific for all students and subgroups and the level of performance toward the 'meets'and 'masters' criteria. We want to see all students and the low performing subgroups meet the TEA targets. We will develop systems for consistent data analysis and target the instruction based on the data.		
Desired 90-day Outcome	Teachers will spend a full day using the district's curriculum and planning documents to design lessons that are tightly aligned to the state's standards. They will spend time in monthly PLCs to analyze CUA and PA data.		
Barriers to Address During this Cycle	There was not always time to analyze the data and effectively use the resources. We will set aside specific time such as PLCs , common grade level planning each week and full day planning days each nine weeks for this purpose. There is a lack of experience and comfort with data analysis and adjusting instruction		
District Actions for this Cycle	Principal supervisor will provide support to the leadership team as needed and provide any other support the principal needs in order to effectively implement this plan.		
District Commitments Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of effective planning feedback and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit assessments for all tested grades and subjects in a timely manner, and ensures that each campus has the tools necessary to determine their assessment results, then the campus will be able to establish strong data-driven instructional practices, improve the quality of lesson design with the use of the district's curriculum planning resources, and campus leaders will more frequently and effectively engage in instructional leadership.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Each grade level will have a full day of collaborative planning for the second nine week grading period.	5.3	October 3rd-11th	Unit Planning Process Document, Unit Learning Progression Chart, Unit Pacing Calendar, Unit Map,IFD, TVD, CUA, ECD	Administrators and teachers	Completed lesson plans and Maps	11-Oct.		
We will use Eduphoria to track and analyze the CUA assessment data by teacher and subgroup for grades 2-5, MAP data for grades K & 1 and CIRCLE data for PK.	5.3	After each summative (CUA) in grades 2-5, and PAs for PK-1	Student performance data	Grade level team leader and teachers and administrators	Meeting agenda, minutes, Eduphoria data	Ongoing		

Reflection and Planning for Next 90-Day Cycle								
Did you achieve your desired 90-day outcome? Why or why not?								
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?								
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?			Carryover Milestones			New Milestones		

Cycle 2 90-Day Outcomes (December-February)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3 Data Driven Instruction		
Desired Annual Outcome	We want to analyze the data specific for all students and subgroups and the level of performance toward the 'meets'and 'masters' criteria. We want to see all students and the low performing subgroups meet the TEA targets. We will develop systems for consistent data analysis and target the instruction based on the data.		
Desired 90-day Outcome	Teachers will spend a full day using the district's curriculum and planning documents to design lessons that are tightly aligned to the state's standards. They will spend time in monthly PLCs to analyze CUA and PA data.		
Barriers to Address During this Cycle	There was not always time to analyze the data and effectively use the resources. We will set aside specific time such as PLCs , common grade level planning each week and full day planning days each nine weeks for this purpose. There is a lack of experience and comfort with data analysis and adjusting instruction.		
District Actions for this Cycle	Principal supervisor will provide support to the leadership team as needed and provide any other support the principal needs in order to effectively implement this plan.		
District Commitments Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of effective planning feedback and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit assessments for all tested grades and subjects in a timely manner, and ensures that each campus has the tools necessary to determine their assessment results, then the campus will be able to establish strong data-driven instructional practices, improve the quality of lesson design with the use of the district's curriculum planning resources, and campus leaders will more frequently and effectively engage in instructional leadership.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Each grade level will have a full day of collaborative planning for the third week grading period.	5.3	December 5th-13th	Unit Planning Process Document, Unit Learning Progression Chart, Unit Pacing Calendar, Unit Map,IFD, TVD, CUA, ECD	Administrators and teachers	Completed lesson plans and Maps	13-Dec.		
We will use Eduphoria to track and analyze the CUA assessment data by teacher and subgroup for grades 2-5, MAP data for grades K & 1 and CIRCLE data for PK.	5.3	After each summative (CUA) in grades 2-5, and PAs for PK-1	Student performance data	Grade level team leader and teachers and administrators	Meeting agenda, minutes, Eduphoria data	Ongoing		

One PLC each month will be focused on data analysis based on the CUA and PA assessment data.	5.3	Monthly	Data Protocol, combined CUA data, MAP, PAs and CIRCLE assessment data	Administrators and teachers	Agenda, minutes and assessment data	Monthly		
Leadership Team will conduct walkthroughs after data review and look for evidence of the implementation of adjusted instructional practices.	5.3	Monthly	Walkthrough schedule, Coaching document	Administrators	WT notes and coaching documents	Ongoing		
Intentional Creation of a Master Schedule that is divided by 25 minute time slots to ensure instruction is focused and data-driven. Special Programs to include Special Education, Dyslexia and ELL are driven by this schedule.	5.3	August 26th	Master and classroom schedules	Administrators	Copies of schedules	Ongoing		
Leadership Team will meet and analyze data based on CUAs and PA assessment data.	5.3	Monthly	Student performance data	Administrators	Assessment data reports	Monthly		
Reflection and Planning for Next 90-Day Cycle								
Did you achieve your desired 90-day outcome? Why or why not?								
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?								
					Carryover Milestones		New Milestones	

Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?

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Cycle 3 90-Day Outcomes (March-May)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3 Data Driven Instruction		
Desired Annual Outcome	We want to analyze the data specific for all students and subgroups and the level of performance toward the 'meets'and 'masters' criteria. We want to see all students and the low performing subgroups meet the TEA targets. We will develop systems for consistent data analysis and target the instruction based on the data.		
Desired 90-day Outcome	Teachers will spend a full day using the district's curriculum and planning documents to design lessons that are tightly aligned to the state's standards. They will spend time in monthly PLCs to analyze CUA and PA data.		
Barriers to Address During this Cycle	There was not always time to analyze the data and effectively use the resources. We will set aside specific time such as PLCs , common grade level planning each week and full day planning days each nine weeks for this purpose. There is a lack of experience and comfort with data analysis and adjusting instruction.		
District Actions for this Cycle	Principal supervisor will provide support to the leadership team as needed and provide any other support the principal needs in order to effectively implement this plan.		
District Commitments Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of effective planning feedback and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit assessments for all tested grades and subjects in a timely manner, and ensures that each campus has the tools necessary to determine their assessment results, then the campus will be able to establish strong data-driven instructional practices, improve the quality of lesson design with the use of the district's curriculum planning resources, and campus leaders will more frequently and effectively engage in instructional leadership.		

Action plan-Milestones								
Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Each grade level will have a full day of collaborative planning for the third week grading period.	5.3	February 21st- March 6th	Unit Planning Process Document, Unit Learning Progression Chart, Unit Pacing Calendar, Unit Map,IFD, TVD, CUA, ECD	Administrators and teachers	Completed lesson plans and Maps	6th March		
We will use Eduphoria to track and analyze the CUA assessment data by teacher and subgroup for grades 2-5, MAP data for grades K & 1 and CIRCLE data for PK.	5.3	After each summative (CUA) in grades 2-5, and PAs for PK-1	Student performance data	Grade level team leader and teachers and administrators	Meeting agenda, minutes, Eduphoria data	Ongoing		

One PLC each month will be focused on data analysis based on the CUA and PA assessment data.	5.3	Monthly	Data Protocol, combined CUA data, MAP, PAs and CIRCLE assessment data	Administrators and teachers	Agenda, minutes and assessment data	Monthly		
Leadership Team will conduct walkthroughs after data review and look for evidence of the implementation of adjusted instructional practices.	5.3	Monthly	Walkthrough schedule, Coaching document	Administrators	WT notes and coaching documents	Ongoing		
Intentional Creation of a Master Schedule that is divided by 25 minute time slots to ensure instruction is focused and data-driven. Special Programs to include Special Education, Dyslexia and ELL are driven by this schedule.	5.3	August 26th	Master and classroom schedules	Administrators	Copies of schedules	Ongoing		
Leadership Team will meet and analyze data based on CUAs and PA assessment data.	5.3	Monthly	Student performance data	Administrators	Assessment data reports	Monthly		

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	
	Carryover Milestones
	New Milestones

Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?			
END OF YEAR REFLECTION			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome	We want to analyze the data specific for all students and subgroups and the level of performance toward the 'meets'and 'masters' criteria. We want to see all students and the low performing subgroups meet the TEA		
Did the campus achieve the desired outcome? Why or why not?			

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your summative student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	Carryover Milestones	New Milestones

TIP Components	Notes
Foundations	
Self-Assessment Results	If the campus has had an ESF Diagnostic, DO NOT complete the 'Self-Assessment' section. Continue to the next section titled, 'ESF Diagnostic Results'
Essential Action	From the drop down menu, select the Essential Action the campus selected based on the Needs Assessment and/or ESF Final Report.
Rationale	Explain the reasons this Essential Action was selected.
Desired Annual Outcome for Priority Focus Area	Create your annual goal for each Prioritized Focus Area identified using qualitative and/or quantitative measures.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area.
District Commitment on Theory of Action	State the District Theory of Action and the District Commitments that will support the campus' essential actions found in the plan.
Date of ESF Diagnostic	Complete after ESF Diagnostic.
Capacity Builder	Capacity Builders can include vetted partners, ESCs, and/or internal district support.
Cycles 1, 2, and 3 90-day Action Plan	
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to cycle.
District Actions for this Cycle	List what the district will do to support the campus during this 90-day cycle to achieve the desired outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation. An action may address more than one priority focus area. New actions can be added over time, as needed.
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress toward Milestone	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards achieving this action.
Cycle 4 90-day Action Plan	
Rationale	Explain the reasons this Essential Action was selected.
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to cycle.
District Actions for this Cycle	List what the district will do to support the campus during this 90-day cycle to achieve the desired outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation.
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress toward Milestone	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards achieving this action.